TANDARD 12



School:

EDUCATION CABINET

2-Year Program Improvement Plan Beginning School Year: 201_ - 201_ Ending School Year: 201_ - 201_

Program: 2?????



Program Improvement Plan is Signed by Program Advisory Committee Members for the Current Biennium.

Date	Advisory Committee Member, Title	Date	Advisory Committee Member, Title
Date	Advisory Committee Member, Title	Date	Advisory Committee Member, Title
4/4/1_	Fraguely Vogds	4/4/1_	Wydyd odhyg
Date	Advisory Committee Member, Title	Date	Advisory Committee Member, Title
4/4/1_	Wodge Sifedg	4/4/1_	Rogs of Topogo
Date	Principal	Date	Teacher
4/4/1	sdy SDAndfr	4/4/1_	faforskjologolog

B. CATS, KOSSA, Perkins and Advisory Committee (Documented in Standards 3, 6 and 12C)

		1, 2		,					1, 2	I car	¥7,
provided by industry for fall year 2 enrollment	Add local task to curriculum	Advisory committee Increase enrollment		Increase KOSSA scores by 5% in first year	KOSSA		each year	Raise math scores by 2%	State Assessment/Perkins	Pata source Recommendation	7.4
Auena training for equipment Connection to Instruction: Prepare students to work with local employers.	Work with Frankfort consultant on lesson plans and curriculum map integration	See 16E below	Connection to Instruction: This activity will provide opportunities for students to practice open response writing and develop writing skills need for employment in industry.	Use released KOSSA open response items for student practice	Include onen response question as a part of student assessments	Connection to Instruction: This activity will increase student knowledge in math for program area and assist student K-Prep scores and ACT scores.	lesson plans	Work with high school math teachers to identify strategies for math integration in	Identify and include math CCSS in lesson and curriculum maps.	Activity	
8/2011	All year				All vear			•	All year	Date	
3300	None			3	None				None	Budget Impact	

C. Student Course Evaluations (Place at Least Two Student Course Evaluations from Each Course Taught during the Past School Year in 16C Folder)

Year	Recommendation	Activity	Date	Budget Impact
	Increase participation in	Organize meetings and elect student leadership	All year	
1,2	student organization with	Develop a program of work		
	25% of enrollment	Have a local contest to identify student to compete at regional's		\$150
•	participating	Connection to Instruction: Increase student exposure to leadership development		
		and improve key skills for program area.		

D. Program Assessment Scores (Place Most Current Self-Assessment and Team Scores in 16D Folder)

Year	Recommendation	Activity	Date	Budget Impact
,=	Add Math CCSS to existing lesson plans as each lesson is taught	Use crosswalk to identify Math CCSS for each lesson plans Remove old Core content and add math CCSS lesson plans	Completed 6/2012	None
	,	Connection to Instruction: Students will use program content to prepare for ACT and K-PREP exams.		
1, 2	Increase the number of	Request business and industry names from current committee	All year	None
	advisory committee members by 5	Visit potential new committee members		
-		Connection to Instruction: Students will have a broader exposure to local employers needs as well as greater WBL opportunities.		
-				
		**** **********************************		

E. Student/Teacher Ratio (Place October 1 Enrollment from the Prior School Year in 16E Folder)

1, 2	Year
Program STR is 11.5. Increase STR to 13 in year 1 and 15 in year 2.	Recommendation
Set up display at high school orientation and/or open house Use ILP to market program to interested students Have interested students spend a half day in program and complete a project	Activity
HS Schedule As available 11/2011 and 12	Date
\$300 -	Budget Impact
	Program STR is 11.5. Increase STR to 13 in year 1 and 15 in year 2. Set up display at high school orientation and/or open house Use ILP to market program to interested students As available 11/2011 and 12

F. Goals from School Continuous Improvement Plan (Place School Continuous Improvement Plan in 16F Folder)

		1,2	Year
	student receiving industry certificates by 3%	Increase the number of	Recommendation
Connection to Instruction: Students will have entry level employability skills.	Include industry certificate competencies in lesson planning	Identify available industry certificates	Activity
		All year	Date
		None	Budget Impact

Alignment with Program Budget (Place Projected Program Budget in 16G folder)

The projected budget includes:

- Travel from the professional growth plan
- b. New expenses from the PIP for equipment from 16B

H. Implementation and Impact Check (Semi-annually) (Place the Two Most Current IIC Forms in Folder 16H)

First Year Check:	
November 22, 201	
Second Year Check:	

Other Program Improvement Initiatives

Update curriculum maps with math CCSS

Enhance the number WBL coop sites

Enhance advisory committee meeting minutes

Rentucky

Equal Education and Employment Opportunities

Included in Standards 2, 4, and 8

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Brakes-Section 1

Date: Fall 201_

·····		т	Т		 -1
	Statements	Excellent	Good	Fair	Poor
		(4)	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	(4)	3	2	1
2.	Safety rules and regulations were presented and followed.	(4)	3	2	1
3.	Course materials and supplies were appropriate	A	3	2	1
4.	The instruction included hands-on training where appropriate.		3	2	1
5.	Tests and assignments related to the objectives of the course.	10	3	2	1
6.	Instruction included problem solving.	(4)	3	2	1
7.	The course met your career objectives	(A)	3	2 2	1
8.	Instruction included career options in the program area.	A)	3		1
9.	Good work habits, ethics and team work are included in instruction.	(1)	3	2	1
10.	Math, English and science are incorporated into instruction.	(3	2	1
11.	Work-based learning opportunities were available.	8	3	2	1
12.	Class began and ended promptly.	B	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	•	3	2	1
14.	Daily instruction is well-planned.	1	3	2	1
15.	A student organization is an integral part of instruction.	1	3	2	1
16.	Student achievement is recognized.	ð	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3	2	1
18.	The classroom and/or lab are adequately equipped	(A)	3	2	1
19.	The classroom and/or lab are well-maintained.	14	3	2	1
20.	Time was available to give students individual assistance when needed.	Ą	3	2	1
21.	Students were given time to ask questions.	6	3	2	1
22.	Students were encouraged to think for themselves.	₩.	3	2	1
23.	I would recommend this class to my friends.	4)	3	2	1

Student Name (Optional): _	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Brakes-Section 1

Date: Fall 201

	T				, ,
	Statements	Excellent	Good	Fair	Poor
		A	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	3	2	1
2.	Safety rules and regulations were presented and followed.	4	(3	2	1
3.	Course materials and supplies were appropriate	4	3	0	1
4.	The instruction included hands-on training where appropriate.	4	3	Ø	1
5.	Tests and assignments related to the objectives of the course.	4	8	2	1
6.	Instruction included problem solving.	(f)	3	2	1
7.	The course met your career objectives	4	0	2	1
8.	Instruction included career options in the program area.	4	3	Ø	1
9.	Good work habits, ethics and team work are included in instruction.	4	3	2	1
10.	Math, English and science are incorporated into instruction.	4	B	2	1
11.	Work-based learning opportunities were available.	0	3	2	1
12.	Class began and ended promptly.	(A)	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	(4)	3	2	1
14.	Daily instruction is well-planned.	(4) (d)	3	2	1
15.	A student organization is an integral part of instruction.	Ø	3	2	1
16.	Student achievement is recognized.	(a)	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	9	2	1
18.	The classroom and/or lab are adequately equipped	4	(3	2	1
19.	The classroom and/or lab are well-maintained.	4	(3	2	1
20.	Time was available to give students individual assistance when needed.	4	8	2	1
21.	Students were given time to ask questions.	4	(3)	2	1
22.	Students were encouraged to think for themselves.	(A)	3	2	1
23.	I would recommend this class to my friends.	(4)	3	2	1
			1		

Student Name (Optional):	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Brakes-Section 2

Date: Fall 201_

Γ		1	1		
	Statements	Excellent	Good	Fair	Poor
		4	(3) (3)	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	\$	2	1
2.	Safety rules and regulations were presented and followed.	4	(3)	2	1
3.	Course materials and supplies were appropriate	4	8	2	1
4.	The instruction included hands-on training where appropriate.	4	3	2	1
5.	Tests and assignments related to the objectives of the course.	4	3	2	1
6.	Instruction included problem solving.	4	(S) (B)	2	1
7.	The course met your career objectives	4	8	2	1
8.	Instruction included career options in the program area.	4	(3)	2	1
9.	Good work habits, ethics and team work are included in instruction.	4	<u>β</u>	2	1
10.	Math, English and science are incorporated into instruction.	4	(B)	2	1
11.	Work-based learning opportunities were available.	4	(B)	2	1
12.	Class began and ended promptly.	4	8	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	8	2	1
14.	Daily instruction is well-planned.	4	₿	2	1
15.	A student organization is an integral part of instruction.	4	(3	2	1
16.	Student achievement is recognized.	4	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	Ĝ	2	1
18.	The classroom and/or lab are adequately equipped	4	8	2	1
19.	The classroom and/or lab are well-maintained.	4	3	2	1
20.	Time was available to give students individual assistance when needed.	4	В	2	1
21.	Students were given time to ask questions.	4	3	2	1
22.	Students were encouraged to think for themselves.	4	ġ	2	1
23.	I would recommend this class to my friends.	4	₿	2	1

Student Name (Optional):	

School: Central ATC Program: Automotive Technology

Teacher: William Bennett Course: Brakes-Section 2 Date: Fall 201_

		llent	73		
	Statements	Excellent	Good	Fair	Poor
		Ø	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	1	3	2	1
2.	Safety rules and regulations were presented and followed.	(3	2	1
3.	Course materials and supplies were appropriate	4	3	2	1
4.	The instruction included hands-on training where appropriate.	4	3	2	1
5.	Tests and assignments related to the objectives of the course.	4	(3)	2	1
6.	Instruction included problem solving.	4	3	2	1
7.	The course met your career objectives	4	3	2	1
8.	Instruction included career options in the program area.	4	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	1	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	(2) (2) 2	1
11.	Work-based learning opportunities were available.	4	3	(2)	1
12.	Class began and ended promptly.	4	3		1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3	2	1
14.	Daily instruction is well-planned.	4	3	2	1
15.	A student organization is an integral part of instruction.	10	3	2	1
16.	Student achievement is recognized.	40	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3	2	1
18.	The classroom and/or lab are adequately equipped	4 0	3	2	1
19.	The classroom and/or lab are well-maintained.	4	3	2	1
20.	Time was available to give students individual assistance when needed.	(3)	3	2	1
21.	Students were given time to ask questions.	1	3	2	1
22.	Students were encouraged to think for themselves.	4	3	2	1
23.	I would recommend this class to my friends.	4	3	2	1

Student Name (Optional):	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Suspension and

Date: Fal 201_

Steering

		Τ	I	Γ	1
	Statements	Excellent	Good	Fair	Poor
		(4)	3	2	1
1.	A course syllabus was presented and reflected the course objectives,	4	3	2	1
	grading procedures and requirements.				
2.	Safety rules and regulations were presented and followed.	9	3	2	1
3.	Course materials and supplies were appropriate	•	3	2	1
4.	The instruction included hands-on training where appropriate.		3	2	1
5.	Tests and assignments related to the objectives of the course.		3	2	1
6.	Instruction included problem solving.	4	3	2	1
7.	The course met your career objectives	(3	2	1
8.	Instruction included career options in the program area.	8	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	6	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	2	1
11.	Work-based learning opportunities were available.	10	3	2	1
12.	Class began and ended promptly.	\$	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	À	3	2	1
14.	Daily instruction is well-planned.	16	3	2	1
15.	A student organization is an integral part of instruction.	40	3	2	1
16.	Student achievement is recognized.	1	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3	2	1
18.	The classroom and/or lab are adequately equipped	4	3	2	1
19.	The classroom and/or lab are well-maintained.	45	3	2	1
20.	Time was available to give students individual assistance when needed.	40	3	2	1
21.	Students were given time to ask questions.	4	3	2	1
22.	Students were encouraged to think for themselves.	1	3	2	1
23.	I would recommend this class to my friends.	4	3	2	1

Student Name (O _l	ptional)):			

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Suspension and

Date: Fall 201

Steering

r			T	,	T1
	Statements	Excellent	Good	Fair	Poor
		(2)	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	(3)	2	1
2.	Safety rules and regulations were presented and followed.	4	13	2	1
3.	Course materials and supplies were appropriate	4	3	0	1
4.	The instruction included hands-on training where appropriate.	4	8	2	1
5.	Tests and assignments related to the objectives of the course.	4	3	B	1
6.	Instruction included problem solving.	4	3	2	1
7.	The course met your career objectives	4	(31)	2	1
8.	Instruction included career options in the program area.	4	3	0	1
9.	Good work habits, ethics and team work are included in instruction.	4	3	2	0
10.	Math, English and science are incorporated into instruction.	4	3	2	0
11.	Work-based learning opportunities were available.	4	3	2	0
12.	Class began and ended promptly.	4	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3	Ø	1
14.	Daily instruction is well-planned.	4	3	(2)	1
15.	A student organization is an integral part of instruction.	4	3	(2)	1
16.	Student achievement is recognized.	4	3	(A)	1
17.	The connections between the course and postsecondary options are explained.	4	3	0	1
18.	The classroom and/or lab are adequately equipped	4	3	(2)	1
19.	The classroom and/or lab are well-maintained.	4	3	0 0	1
20.	Time was available to give students individual assistance when needed.	4	3	(2)	1
21.	Students were given time to ask questions.	4	3	(2)	1
22.	Students were encouraged to think for themselves.	4	3	0	1
23.	I would recommend this class to my friends.	4	3	(3)	1
	L		J		

Student Name (Optional):	

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Auto Electricity

Date: Fall 201_

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Statements	Excellent	Good	Fair	Poor
	4	(3	2	1
A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	(3	2	1
	4	3	2	1
Course materials and supplies were appropriate		3	2	1
The instruction included hands-on training where appropriate.	4	3	2	1
Tests and assignments related to the objectives of the course.	4		2	1
Instruction included problem solving.	(1)	Ö	2	1
The course met your career objectives	4		2	1
Instruction included career options in the program area.	A			1
Good work habits, ethics and team work are included in instruction.				1
Math, English and science are incorporated into instruction.	40			1
Work-based learning opportunities were available.	0	3		1
Class began and ended promptly.	A	(3		1
The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3	2	1
Daily instruction is well-planned.	4	13	2	1
A student organization is an integral part of instruction.	#	3	2	1
Student achievement is recognized.		(3	2	1
The connections between the course and postsecondary options are explained.	4	/g	2	1
The classroom and/or lab are adequately equipped	(f)	3	2	1
The classroom and/or lab are well-maintained.	14	ß	2	1
Time was available to give students individual assistance when needed.	4	13	2	1
Students were given time to ask questions.	(1)	3	2	1
Students were encouraged to think for themselves.	X	3	2	1
I would recommend this class to my friends.	(4)	3	2	1
	A course syllabus was presented and reflected the course objectives, grading procedures and requirements. Safety rules and regulations were presented and followed. Course materials and supplies were appropriate The instruction included hands-on training where appropriate. Tests and assignments related to the objectives of the course. Instruction included problem solving. The course met your career objectives Instruction included career options in the program area. Good work habits, ethics and team work are included in instruction. Math, English and science are incorporated into instruction. Work-based learning opportunities were available. Class began and ended promptly. The course will assist me in finding employment and/or enrolling in postsecondary education. Daily instruction is well-planned. A student organization is an integral part of instruction. Student achievement is recognized. The connections between the course and postsecondary options are explained. The classroom and/or lab are adequately equipped The classroom and/or lab are well-maintained. Time was available to give students individual assistance when needed. Students were given time to ask questions. Students were encouraged to think for themselves.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements. Safety rules and regulations were presented and followed. Course materials and supplies were appropriate The instruction included hands-on training where appropriate. Tests and assignments related to the objectives of the course. Instruction included problem solving. The course met your career objectives Instruction included career options in the program area. Good work habits, ethics and team work are included in instruction. Math, English and science are incorporated into instruction. Work-based learning opportunities were available. Class began and ended promptly. The course will assist me in finding employment and/or enrolling in postsecondary education. Daily instruction is well-planned. A student organization is an integral part of instruction. Student achievement is recognized. The connections between the course and postsecondary options are explained. The classroom and/or lab are adequately equipped The classroom and/or lab are well-maintained. Time was available to give students individual assistance when needed. Students were given time to ask questions. Students were encouraged to think for themselves.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements. Safety rules and regulations were presented and followed. Course materials and supplies were appropriate The instruction included hands-on training where appropriate. Tests and assignments related to the objectives of the course. Instruction included problem solving. The course met your career objectives Instruction included career options in the program area. Good work habits, ethics and team work are included in instruction. Math, English and science are incorporated into instruction. Mork-based learning opportunities were available. Class began and ended promptly. The course will assist me in finding employment and/or enrolling in postsecondary education. Daily instruction is well-planned. A student organization is an integral part of instruction. The connections between the course and postsecondary options are explained. The classroom and/or lab are adequately equipped The classroom and/or lab are well-maintained. Time was available to give students individual assistance when needed. Students were given time to ask questions. Students were encouraged to think for themselves.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements. Safety rules and regulations were presented and followed. Course materials and supplies were appropriate The instruction included hands-on training where appropriate. Tests and assignments related to the objectives of the course. Instruction included problem solving. The course met your career objectives Instruction included career options in the program area. Good work habits, ethics and team work are included in instruction. Math, English and science are incorporated into instruction. Work-based learning opportunities were available. Class began and ended promptly. The course will assist me in finding employment and/or enrolling in postsecondary education. Daily instruction is well-planned. A student organization is an integral part of instruction. The connections between the course and postsecondary options are explained. The classroom and/or lab are adequately equipped The classroom and/or lab are well-maintained. Time was available to give students individual assistance when needed. Students were given time to ask questions. Students were encouraged to think for themselves.

Student Name (Optional):		
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School:

Central ATC

Program: <u>Automotive Technology</u>

Teacher:

William Bennett

Course:

Auto Electricity

Date: Fall 201_

		7	1	ſ	Ι
	Statements	Excellent	Good	Fair	Poor
		(4)	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	(A)	3	2	1
2.	Safety rules and regulations were presented and followed.	B	3	2	1
3.	Course materials and supplies were appropriate	(A)	3	2	1
4.	The instruction included hands-on training where appropriate.	14)	3	2	1
5.	Tests and assignments related to the objectives of the course.	4	3	2	1
6.	Instruction included problem solving.	(t)	3	2	1
7.	The course met your career objectives	10	3	2	1
8.	Instruction included career options in the program area.	1	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	4)	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	2)	1
11.	Work-based learning opportunities were available.	4	3	2	1
12.	Class began and ended promptly.	1	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	₽	3	2	1
14.	Daily instruction is well-planned.	4	B	2	1
15.	A student organization is an integral part of instruction.	4	8	2	1
16.	Student achievement is recognized.	4	9	2	1
17.	The connections between the course and postsecondary options are explained.	(4)	3	2	1
18.	The classroom and/or lab are adequately equipped	1	3	2	1
19.	The classroom and/or lab are well-maintained.	4)	3	2	1
20.	Time was available to give students individual assistance when needed.	4	3	2	1
21.	Students were given time to ask questions.	44	3	2	1
22.	Students were encouraged to think for themselves.	8	3	2	1
23.	I would recommend this class to my friends.	(8)	3	2	1

School: Central ATC Program: Automotive Technology

Teacher: William Bennett Course: Coop Date: Fall 201_

ſ 		1	1		,
	Statements	Excellent	Good	Fair	Poor
		4	3	2	1
1.	A course syllabus was presented and reflected the course objectives,	(4)	3	2	1
	grading procedures and requirements.				<u>.</u>
2.	Safety rules and regulations were presented and followed.	(4)	3	2	1
3.	Course materials and supplies were appropriate	10	3	2	1
4.	The instruction included hands-on training where appropriate.	4	3	2	1
5.	Tests and assignments related to the objectives of the course.	(4	3	2	1
6.	Instruction included problem solving.	(a)	3	2	1
7.	The course met your career objectives	₩	3	2	1
8.	Instruction included career options in the program area.	₩	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	()	3	2	1
10.	Math, English and science are incorporated into instruction.		3	2	1
11.	Work-based learning opportunities were available.	(3	2	1
12.	Class began and ended promptly.	(3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	40	3	2	1
14.	Daily instruction is well-planned.	4	3	2	1
15.	A student organization is an integral part of instruction.	()	3	2	1
16.	Student achievement is recognized.	A	3	2	1
17.	The connections between the course and postsecondary options are explained.	40	3	2	1
18.	The classroom and/or lab are adequately equipped	40	3	2	1
19.	The classroom and/or lab are well-maintained.	6	3	2	1
20.	Time was available to give students individual assistance when needed.	1	3	2	1
21.	Students were given time to ask questions.	(8)	3	2	1
22.	Students were encouraged to think for themselves.	Ď	3	2	1
23.	I would recommend this class to my friends.	4	3	2	1

Student Name (Optional):

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Coop

Date: Fall 201_

			1	
Statements	Excellent	Good	Fair	Poor
	14	3	2	1
ourse syllabus was presented and reflected the course objectives, ding procedures and requirements.	(3	2	1
	1	3	2	1
urse materials and supplies were appropriate	6	3	2	1
instruction included hands-on training where appropriate.	8			1
its and assignments related to the objectives of the course.	Ø		2	1
ruction included problem solving.			2	1
course met your career objectives				1
ruction included career options in the program area.				1
od work habits, ethics and team work are included in instruction.	1			1
th, English and science are incorporated into instruction.	4)			1
rk-based learning opportunities were available.	1 -	1		1
ss began and ended promptly.		3		1]
course will assist me in finding employment and/or enrolling in tsecondary education.	4	3	2	1
ly instruction is well-planned.	(3	2	1
tudent organization is an integral part of instruction.	1	3	2	1
dent achievement is recognized.	D	3	2	1
connections between the course and postsecondary options are lained.	8	3	2	1
classroom and/or lab are adequately equipped	(4)	3	2	1
classroom and/or lab are well-maintained.	Ò	3	2	1
e was available to give students individual assistance when ded.	13)	3	2	1
dents were given time to ask questions.	(A)	3	2	1
	1	3	2	1
ould recommend this class to my friends.	(4)	3	2	1
	course syllabus was presented and reflected the course objectives, ding procedures and requirements. ety rules and regulations were presented and followed. Instruction included hands-on training where appropriate. It instruction included hands-on training where appropriate. It is and assignments related to the objectives of the course. In ruction included problem solving. It course met your career objectives In ruction included career options in the program area. In do work habits, ethics and team work are included in instruction. In the program area in the program area. In the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area in the program area. In the program area in the program area in the program area. In the program area in the program area in the program area. In the program area in the program area. In the program area in the program area. In the program area.	Durse syllabus was presented and reflected the course objectives, being procedures and requirements. ety rules and regulations were presented and followed. Instruction included hands-on training where appropriate. It is and assignments related to the objectives of the course. Incurrent metriculated problem solving. Incurrent metriculated problem solving. Incurrent metriculated career objectives Incurrent metriculated career options in the program area. Incurrent metriculated career options in the program area. Incurrent metriculated in instruction. Incurrent materials and supplies were appropriate. Incurrent metriculated in the course of the course. Incurrent metriculated in the program area. Incurrent metriculated in the course. Incurrent metriculated in the course of the course. Incurrent metriculated in the program area. Incurrent metriculated in the course of the course. Incurrent metriculated in the course. Incurrent metriculated	Durse syllabus was presented and reflected the course objectives, bety rules and requirements. ety rules and regulations were presented and followed. Instruction included hands-on training where appropriate. It instruction included hands-on training where appropriate. It is and assignments related to the objectives of the course. It is and assignments related to the objectiv	Durse syllabus was presented and reflected the course objectives, by trules and requirements. Sety rules and regulations were presented and followed. Sety rules and regulations were presented and followed. Sety rules and regulations were presented and followed. Sety rules and supplies were appropriate Sety rules and supplies were appropriate. Sety rules and assignments related to the objectives of the course. Sety rules on course rules of the course. Sety rules on dead of the objectives of the course. Sety rules on dead of the objectives of the course. Sety rules on dead of the objectives of the course. Sety rules on dead of the objectives of the course. Sety rules on dead of the objectives of the course. Sety rules on dead of the objectives of the course. Sety rules and assignments related to the objectives of the course. Sety rules and esignments related to the objectives of the course. Sety rules and regulation sety rules were appropriate. Sety rules and regulation is in the program area. Sety rules and regulated on the objectives of the course. Sety rules and regulated in instruction. Sety rules and assignments related to the objectives in instruction. Sety rules and regulated in instruction. Sety rules and regulated in instruction. Sety rules and regulated in instruction. Sety rules

Student Name (Optional):		
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Emission Systems

Date: Spring 201_

		1	т —	1	T
	Statements	Excellent	Good	Fair	Poor
		4	(g (3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	3	2	1
2.	Safety rules and regulations were presented and followed.	4	Ġ	2	1
3.	Course materials and supplies were appropriate	4	13	2	1
4.	The instruction included hands-on training where appropriate.	4	(3)	2	1
5.	Tests and assignments related to the objectives of the course.	4	(3)	2	1
6.	Instruction included problem solving.	4	3	2	1
7.	The course met your career objectives	4	8	2	1
8.	Instruction included career options in the program area.	4	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	4	β	2	1
10.	Math, English and science are incorporated into instruction.	4	ğ	2	1
11.	Work-based learning opportunities were available.	4	(3) (3) (3)	2	1
12.	Class began and ended promptly.	4	1 -	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	8	2	1
14.	Daily instruction is well-planned.	4	₿	2	1
15.	A student organization is an integral part of instruction.	4	8	2	1
16.	Student achievement is recognized.	4	8	2	1
17.	The connections between the course and postsecondary options are explained.	4	3)	2	1
18.	The classroom and/or lab are adequately equipped	4	(3)	2	1
19.	The classroom and/or lab are well-maintained.	4	8	2	1
20.	Time was available to give students individual assistance when needed.	4	G	2	1
21.	Students were given time to ask questions.	4	3	2	1
22.	Students were encouraged to think for themselves.	4	8	2	1
23.	I would recommend this class to my friends.	4	3	2	1

Student Name (Optional)	:	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Emission Systems

Date: Spring 201_

		.,	r .		·
	Statements	Excellent	Good	Fair	Poor
		B	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	40	3	2	1
2.	Safety rules and regulations were presented and followed.	4)	3	2	1
3.	Course materials and supplies were appropriate	(f)	3	2	1
4.	The instruction included hands-on training where appropriate.	4	3)	2	1
5.	Tests and assignments related to the objectives of the course.	4)	3	2	1
6.	Instruction included problem solving.	4	3	2	1
7.	The course met your career objectives	(A)	3	2	1
8.	Instruction included career options in the program area.	4	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	40	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	Q Ø	1
11.	Work-based learning opportunities were available.	4	3		1
12.	Class began and ended promptly.	4	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3)	2	1
14.	Daily instruction is well-planned.	4	(3)	2	1
15.	A student organization is an integral part of instruction.	1	3	2	1
16.	Student achievement is recognized.	4)	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3)	2	1
18.	The classroom and/or lab are adequately equipped	(b)	3	2	1
19.	The classroom and/or lab are well-maintained.	4	3	2	1
20.	Time was available to give students individual assistance when needed.	•	3	2	1
21.	Students were given time to ask questions.	4	3	2	1
22.	Students were encouraged to think for themselves.	0	3	2	1
23.	I would recommend this class to my friends.	(4)	3	2	1
	· · · · · · · · · · · · · · · · · · ·			4	1,

Student Name (Option	onal):		
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School: Central ATC Program: Automotive Technology

Teacher:

William Bennett

Fuel and Ignition Course:

Date: Spring 201_

<u></u>		1		·	1
	Statements	Excellent	Good	Fair	Poor
		8	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	1	3	2	1
2.	Safety rules and regulations were presented and followed.	10	3	2	1
3.	Course materials and supplies were appropriate	(A)	3	2	1
4.	The instruction included hands-on training where appropriate.	Ø	3	2	1
5.	Tests and assignments related to the objectives of the course.	4	8	2	1
6.	Instruction included problem solving.	4	B	2	1
7.	The course met your career objectives	4	₿	2	1
8.	Instruction included career options in the program area.	A	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	ð	3	2	1
10.	Math, English and science are incorporated into instruction.	(4)	3	2	1
11.	Work-based learning opportunities were available.	4	(3	2	1
12.	Class began and ended promptly.	4	Q	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3	2	1
14.	Daily instruction is well-planned.	(3	2	1
15.	A student organization is an integral part of instruction.		3	2	1
16.	Student achievement is recognized.	8	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	B	2	1
18.	The classroom and/or lab are adequately equipped	4	3	2	1
19.	The classroom and/or lab are well-maintained.	4	3	2	1
20.	Time was available to give students individual assistance when needed.	6	3	2	1
21.	Students were given time to ask questions.	₩	3	2	1
22.	Students were encouraged to think for themselves.	8	3	2	1
23.	I would recommend this class to my friends.	(1)	3	2	1

Student Name (Optional):	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Fuel and Ignition

Date: Spring 201_

			····	r	<u> </u>
	Statements	Excellent	Good	Fair	Роог
***********		4	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	(3	2	1
2.	Safety rules and regulations were presented and followed.	4	3	2	1
3.	Course materials and supplies were appropriate	€	3	2	1
4.	The instruction included hands-on training where appropriate.	4	3	2	1
5.	Tests and assignments related to the objectives of the course.	6	3	2	1
6.	Instruction included problem solving.	4	(B	2 2	1
7.	The course met your career objectives	4		2	1
8.	Instruction included career options in the program area.	4	8)	2	1
9.	Good work habits, ethics and team work are included in instruction.	4	₿	2	1
10.	Math, English and science are incorporated into instruction.	4	3	<u>2</u>)	1
11.	Work-based learning opportunities were available.	4	Ø		(1)
12.	Class began and ended promptly.	(b)	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	40	3	2	1
14.	Daily instruction is well-planned.	4	8)	2	1
15.	A student organization is an integral part of instruction.	A	3	2	1
16.	Student achievement is recognized.	(4)	3	2	1
17.	The connections between the course and postsecondary options are explained.	6	3	2	1
18.	The classroom and/or lab are adequately equipped	•	3	2	1
19.	The classroom and/or lab are well-maintained.	0	3	2	1
20.	Time was available to give students individual assistance when needed.	B	3	2	1
21.	Students were given time to ask questions.	A	3	2	1
22.	Students were encouraged to think for themselves.	(A)	3	2	1
23.	I would recommend this class to my friends.	40	3	2	1
					

Student Name	(O	ptional)) :		_
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Computer Control

Date: Spring 201_

		Ţ	1	T	T1
	Statements	Excellent	Good	Fair	Poor
		A	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	(P)	3	2	1
2.	Safety rules and regulations were presented and followed.	4	3	2	1
3.	Course materials and supplies were appropriate	4	83	2	1
4.	The instruction included hands-on training where appropriate.	4	8	2	1
5.	Tests and assignments related to the objectives of the course.	4	B	2	1
6.	Instruction included problem solving.	4	8	2	1
7.	The course met your career objectives	4	3	2	1
8.	Instruction included career options in the program area.	4	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	4	30	2	1
10.	Math, English and science are incorporated into instruction.	4	3	2	1
11.	Work-based learning opportunities were available.	4	3	0	1
12.	Class began and ended promptly.	4	Ø	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	4	3	Ø	1
14.	Daily instruction is well-planned.	4	3	0	1
15.	A student organization is an integral part of instruction.	4 0	3	2	1
16.	Student achievement is recognized.	4)	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3	Q	1
18.	The classroom and/or lab are adequately equipped	4	8	2	1
19.	The classroom and/or lab are well-maintained.	4	30	2	1
20.	Time was available to give students individual assistance when needed.	1	3	2	1
21.	Students were given time to ask questions.	4)	3	2	1
22.	Students were encouraged to think for themselves.	0	3	2	1
23.	I would recommend this class to my friends.	4	3)	2	1

Student Name (Optional):	;	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Computer Control

Date: Spring 201_

ſ			Ι	·	[]
	Statements	Excellent	Good	Fair	Poor
		4	B	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	4	B	2	1
2.	Safety rules and regulations were presented and followed.	4	β	2	1
3.	Course materials and supplies were appropriate	4	3	2	1
4.	The instruction included hands-on training where appropriate.	4	(3)	2	1
5.	Tests and assignments related to the objectives of the course.	4	8	2	1
6.	Instruction included problem solving.	4	8	2	1
7.	The course met your career objectives	4		2	1
8.	Instruction included career options in the program area.	#	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	10	3	2	1 1
10.	Math, English and science are incorporated into instruction.	4	8	2	1
11.	Work-based learning opportunities were available.	4	3	2	1
12.	Class began and ended promptly.	1	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	8	3	2	1
14.	Daily instruction is well-planned.	4	(3)	2	1
15.	A student organization is an integral part of instruction.	4	3	2	1
16.	Student achievement is recognized.	4	3)	2	1
17.	The connections between the course and postsecondary options are explained.	•	3	2	1
18.	The classroom and/or lab are adequately equipped	4	3	2	1
19.	The classroom and/or lab are well-maintained.	4	8)	2	1
20.	Time was available to give students individual assistance when needed.	4	3	2	1
21.	Students were given time to ask questions.	40	3	2	1
22.	Students were encouraged to think for themselves.	\$0	3	2	1
23.	I would recommend this class to my friends.	(3	2	1
					-

Student Name	(Optional):	

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Electrical Systems

Date: Spring

		т	1	·	·
	Statements	Excellent	Good	Fair	Poor
		A	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	8	3	2	1
2.	Safety rules and regulations were presented and followed.	0	3	2	1
3.	Course materials and supplies were appropriate	10	3	2	1
4.	The instruction included hands-on training where appropriate.	4	(3	2	1
5.	Tests and assignments related to the objectives of the course.	14	3	2.	1
6.	Instruction included problem solving.	A A	3	2	1
7.	The course met your career objectives	Ä	3	2	1
8.	Instruction included career options in the program area.		3	2	1
9.	Good work habits, ethics and team work are included in instruction.	6	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	Z)	1
11.	Work-based learning opportunities were available.	4	0	2	1
12.	Class began and ended promptly.	(9)	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	(3	3	2	1
14.	Daily instruction is well-planned.	(4)	3	2	1
15.	A student organization is an integral part of instruction.	6	3	2	1
16.	Student achievement is recognized.	1	3	2	1
17.	The connections between the course and postsecondary options are explained.	4	3	2	1
18.	The classroom and/or lab are adequately equipped	Ø	3	2	1
19.	The classroom and/or lab are well-maintained.	8	3	2	1
20.	Time was available to give students individual assistance when needed.	10	3	2	1
21.	Students were given time to ask questions.	<i>₹</i>	3	2	1
22.	Students were encouraged to think for themselves.	40	3	2	1
23.	I would recommend this class to my friends.	(3	2	1
			•		

Student Name (Optional):			
--------------------------	--	--	--

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Electrical Systems

Date: Spring 201_

·		1		γ	, <u>,</u>
	Statements	Excellent	Good	Fair	Poor
		A	3	2	1
1.	A course syllabus was presented and reflected the course objectives,	Ď	3	2	1
	grading procedures and requirements.	-			
2.	Safety rules and regulations were presented and followed.	(4)	3	2	1
3.	Course materials and supplies were appropriate	(4)	3	2	1
4.	The instruction included hands-on training where appropriate.	(A)	3	2	1
5.	Tests and assignments related to the objectives of the course.	(4)	3	2	1
6.	Instruction included problem solving.	A	3	2	1
7.	The course met your career objectives	Ø	3	2	1
8.	Instruction included career options in the program area.	4	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	1	3	2	1
10.	Math, English and science are incorporated into instruction.	4	(3)	2	1
11.	Work-based learning opportunities were available.	4	වී ව්	2	1
12.	Class began and ended promptly.	A	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	ð	3	2	1
14.	Daily instruction is well-planned.	(9)	3	2	1
15.	A student organization is an integral part of instruction.	8	3	2	1
16.	Student achievement is recognized.	2	3	2	1
17.	The connections between the course and postsecondary options are explained.	8	3	2	1
18.	The classroom and/or lab are adequately equipped	€	3	2	1
19.	The classroom and/or lab are well-maintained.	A	3	2	1
20.	Time was available to give students individual assistance when needed.	4	3	2	1
21.	Students were given time to ask questions.	A	3	2	1
22.	Students were encouraged to think for themselves.	\$	3	2	1
23.	I would recommend this class to my friends.	(4)	3	2	1
45.	- Head recommend the state to my monder	1 V.	L		اـــــا

Student Name (Optional):	
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School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Coop

Date: Spring 201_

r		T	1		T
	Statements	Excellent	Good	Fair	Poor
		®	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	Ø	3	2	1
2.	Safety rules and regulations were presented and followed.	18	3	2	1
3.	Course materials and supplies were appropriate	4	3	2	1
4.	The instruction included hands-on training where appropriate.	(a)	3	2	1
5.	Tests and assignments related to the objectives of the course.	(a)	3	2	1
6.	Instruction included problem solving.	Ø	3	2	1
7.	The course met your career objectives	(4)	3	2	1
8.	Instruction included career options in the program area.	Ø	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	0	3	2	1
10.	Math, English and science are incorporated into instruction.	4	3	2	1
11.	Work-based learning opportunities were available.	(3	2	1
12.	Class began and ended promptly.	1 '	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	80	3	2	1
14.	Daily instruction is well-planned.	Ø	3	2	1
15.	A student organization is an integral part of instruction.	4	3	2	1
16.	Student achievement is recognized.	6	3	2	1
17.	The connections between the course and postsecondary options are explained.	6	3	2	1
18.	The classroom and/or lab are adequately equipped	(4	3	2	1
19.	The classroom and/or lab are well-maintained.	4	3	2	1
20.	Time was available to give students individual assistance when needed.	D	3	2	1
21.	Students were given time to ask questions.	Ø	3	2	1
22.	Students were encouraged to think for themselves.	0	3	2	1
23.	I would recommend this class to my friends.	4	3	2	1
	· · · · · · · · · · · · · · · · · · ·				

Student Name (0	Optional):	

School:

Central ATC

Program: Automotive Technology

Teacher:

William Bennett

Course:

Coop

Date: Spring 201_

/ 		Г]		
	Statements	Excellent	Good	Fair	Poor
		Ø	3	2	1
1.	A course syllabus was presented and reflected the course objectives, grading procedures and requirements.	Ø	3	2	1
2.	Safety rules and regulations were presented and followed.	13	3	2	1
3.	Course materials and supplies were appropriate	4	3	2	1
4.	The instruction included hands-on training where appropriate.	4	3	2	1
5.	Tests and assignments related to the objectives of the course.	(a)	3	2	1
6.	Instruction included problem solving.	0	3	2	1
7.	The course met your career objectives	(3	2.	1
8.	Instruction included career options in the program area.	9	3	2	1
9.	Good work habits, ethics and team work are included in instruction.	8	3	2	1
10.	Math, English and science are incorporated into instruction.	6	3	2	1
11.	Work-based learning opportunities were available.		3	2	1
12.	Class began and ended promptly.	\$	3	2	1
13.	The course will assist me in finding employment and/or enrolling in postsecondary education.	8	3	2	1
14.	Daily instruction is well-planned.	0	3	2	1
15.	A student organization is an integral part of instruction.	14)	3	2	1
16.	Student achievement is recognized.	Ð	3	2	1
17.	The connections between the course and postsecondary options are explained.	Ø	3	2	1
18.	The classroom and/or lab are adequately equipped	8	3	2	1
19.	The classroom and/or lab are well-maintained.	(B)	3	2	1
20.	Time was available to give students individual assistance when needed.	\$	3	2	1
21.	Students were given time to ask questions.	8	3	2	1
22.	Students were encouraged to think for themselves.	œ́.	3	2	1
23.	I would recommend this class to my friends.	80	3	2	1
	· · · · · · · · · · · · · · · · · · ·			1	

Student Name (O	ptional):				

Education and Workforce Development Samuel

Program Assessment Team Assessment Program Summary

Central ATC Automotive Technology

Teacher(s)

201_-201_

<u>Standard</u>	Description		Status
Standard 1	Curriculum		4
Standard 2	Lesson/Unit Plans		. 4
Standard 3	Student Achievement		3
Standard 4	Student Recognition		4
Standard 5	Postsecondary Links		3
Standard 6	Perkins Performance Measures	•	3
Standard 7	Program Area Safety		4
Standard 8	Student Safety		. 4
Standard 9	Student Organization		4
Standard 10	Public Relations		4
Standard 11	Families and Community Contributions		4
Standard 12	Advisory Committee		4
Standard 13	Industry Accreditation		4
Standard 14	Work-Based Learning		3
Standard 15	Professional Growth		4
Standard 16	Program Improvement		4
Standard 17	Technology in Instruction		4

Education and Workforce Develo

Individual Program Assessment Program Summary

Central ATC Automotive Technology 201_-201_

Teacher(s)

Standard	Description			Status
Standard 1	Curriculum			4
Standard 2	Lesson/Unit Plans			4
Standard 3	Student Achievement			3
Standard 4	Student Recognition			4
Standard 5	Postsecondary Links			4
Standard 6	Perkins Performance Measures			3
Standard 7	Program Area Safety			4
Standard 8	Student Safety			4
Standard 9	Student Organization	•		4
Standard 10	Public Relations			4
Standard 11	Families and Community Contributions			4
Standard 12	Advisory Committee			4
Standard 13	Industry Accreditation			4
Standard 14	Work-Based Learning			3
Standard 15	Professional Growth			4
Standard 16	Program Improvement			4
Standard 17	Technology in Instruction		`	4

Standard 12E - Enrollment/STR

Program Enrollment

District: Institution Name: ALL

Central Office ATC

AUTOMOTIVE TECHNOLOGY

ALL

Effective Year:

Most Current Year ALL

Program: Program Definition: Program Area:

ALL

ALL

ALL

Student Objective: Education Level: ALL

Student Criteria:

Section:

ALL

Termination Status: Duplicates:

Agency:

Program Level:

ALL **Duplicates**

Order By: Program

Order ID Field Name	Field Value	Enrollments
1 Program	AUTOMOTIVE TECHNOLOGY [47.0604]	65
	GRAND TOTAL	. Enrollments: 65

Enrollment: 65 Periods Taught Per Day: 5 STR: 65/5=13

of 1

Standard 12E - Enrollment/STR

Program Enrollment

District:

Central Office ATC

Agency: Effective Year: ALL

Institution Name: Program:

AUTOMOTIVE TECHNOLOGY

Program Level:

Previous Year?

Program Definition:

Section:

ALL

Program Area:

ALL

ALL

Student Objective: Education Level:

ALL

Termination Status:

ALL

ALL

Duplicates:

Duplicates

Student Criteria:

Order By: Program

Order ID	Field Name	Field Value	Enrollments
-	gram	AUTOMOTIVE TECHNOLOGY [47.0604]	65
		GRAND TOTA	l Enrollments: 65

Enrollment: 65 Periods Taught Per Day: 5 STR: 65/5=13

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

CENTRAL HIGH SCHOOL

HAL CARTER, PRINCIPAL

500 MERO STREET FRANKFORT, KY 4060 I

FRANKLIN COUNTY

PHONE: 502-564-4286 FAX: 502-564-4800

KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER
500 MERO STREET
FRANKFORT, KY 40601

ACTION COMPONENT	ACADEMIC PERFORMANCE		×	School	District
			×	Preliminary	Revised
District Name	County		Com	Component Manager	Jody Cabble
School Name	' High School		Current	int Date	April 10, 201_
Priority Need		Goal			i
The 200 KCCT accountabilit	The 200 KCCT accountability index score indicates a decline of 3.3	By the 200 KCC	I asse	ssment, all content area	By the 200 KCCT assessment, all content areas will increase their index
points.		scores at least by two to five points	wo to	five points.	
In order to reach our accounta	In order to reach our accountability goal of 88.1, we will need an increase				
of 6.9 points on the 2007 KCC	of 6.9 points on the 2007 KCCT index score to make our goal.				
Causes of the Need		Objectives For Reaching the Goal	React	ing the Goal	
According to a review of the 2	According to a review of the 200 Kentucky Core Content Report, the	By August of 20	, curr	iculum in all departmer	By August of 20 , curriculum in all departments will be aligned with the
majority of student answers ar	majority of student answers are correct on the multiple choice component	new Kentucky Core Content 4.0.	e Cor	tent 4.0.	
of the assessment. However, ti	of the assessment. However, the mean score for the open response items in	During the 200 '-200' school year:	00 . sc	thool year:	
each sub domain is 2.4 or belo	each sub domain is 2.4 or below on a scale 0-4 which has a significant	 All teacher 	rs will	have aligned core con	All teachers will have aligned core content curriculum maps to use
impact on our scores.		when crea	ting le	when creating lesson plans	
	•	Teachers	will cr	Teachers will create lesson plans that will be turned in and	rill be turned in and
Although the curriculum has b	Although the curriculum has been aligned in the past for all content areas,	reviewed	by dep	reviewed by department chairs and administration.	ninistration.
curriculum gaps occur in some student schedules	e student schedules.	 Teachers 	will m	Teachers will meet with departments on regular intervals to	n regular intervals to
		collaborat	e, revi	ew and reflect on imple	collaborate, review and reflect on implementation of curriculum.
		 All teache 	rs will	All teachers will receive training and will implement open	ill implement open
		response strategies	trateg	ies in their lessons at regular intervals	gular intervals.

Activity: All teachers will receive training in implementing literacy strategies into their lessons and curriculum.	Measure	Objective B: To extend the use of cross curricular reading strategies	Activity: All required teachers will participate in the High School writing portfolio development work as outlined in The Writing Portfolio Handbook. Scores	Measure	Objective A: To continue the school-wide focus on writing portfolios.	Writing: Caucasian/AA: 62% to 33% Without disabilities/ with disabilities 58% to 20%	Math: Caucasian/AA: 60% to 15% Without disabilities/ with disabilities 55% to 5%	Reading: Caucasian/AA: 52% to 22% Without disabilities/ with disabilities 48% to 21%	On the 200 KCCT, minority students and students with disabilities scored significantly less in areas of proficiency and distinguished categories in all content areas. Examples:	Based on the 200:, Kentucky Core Content Reports, low mean scores on open response items across content areas are pervasive.	Evidence of Causes
Elayne Hayhurst & Literacy Committee	Responsible Person	2 2	Laura Donovan	Responsible Person				The open response student		By 200 , H.S. accountability index score	Measures of Objectives
August 20	Start Date		August 2006	Start Date						H.S. will index score and	1 1
May 200	End Date		May 200'	End Date				mean on the 20	will have a minimum of a 5% increase in each proficient and distinguished scores from the disabilities subgroups.	will have a 2-5 point increase in the KCCT and each content area academic index score	(Practice and Results)
-0-	Cost		Stipends, training fees, materials	Cost				CCT will be at least 3.0.	m of a 5% incr nguished score ps.	it increase in the sa academic in	<u>sults)</u>
N/A	Fund Source		Professional Development Committee	Fund Source				it least 3.0.	ease in each	ne KCCT dex score.	

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						Content 4.0 and aligned curriculum maps.
						All teachers will receive copies of the new Kentucky Core
				TOTAL		Lesson plans will be reviewed by department chairs and administration to insure curriculum alignment.
N/A	þ	May 200	August 20¢	Department Chairs &	KCCT	Activity: All curriculum at Henry Clay High School will be aligned with Kentucky Core Content 4.0.
Fund Source	Cost	End Date	Start Date	Responsible Person	Measure	
			ents.	itent 4.0 in all departin	cy Core Con	Objective D: To complete curriculum alignment of Kentucky Core Content 4.0 in all departments
N/A	-0-	May 20 0	August 20¶	Department Chairs & Administration	KCCT	Activity: All teachers will receive open response training, sample open response questions and be given instructions on how to access to a variety of open response banks.
Fund Source	Cost	End Date	Start Date	Responsible Person	Measure	
		tions.	n response ques	ency in answering ope	g on profici	Objective C: To implement a school-wide initiative focusing on proficiency in answering open response questions
						A CALL CLEARING ALL CALL CALL CALL CALL CALL CALL CALL
						Professional Development will be offered with presenter
			,			School wide reading initiatives will continue (such as D.E.A.R. and Poetry Slam), to promote reading awareness and interest throughout the year as recommended by the Literacy Committee.
						Reading elective classes will continue for struggling readers.
						Imbedded PD opportunities for departments, small groups, and/or individuals will be available throughout the school year.
						Three hours of PD Reading will be offered to all staff members.

District Name School Name Fligh School More parent volunteers for school wide initiatives. More parent volunteers during the school year. There will be an increase in the attendance rate of at least 1.5%, More information will be careled and marquee which will also increase communication. Difference for Reaching the Goal Objectives for Reaching the Goal Difference for Reaching the Goal Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents will be contacted by letter or by phone. Parents wi	ACTION COMPONENT	PARENTAL INVOLVEMENT	×	School
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Need ent volunteers for school wide initiatives. sonal contacts with the parents and students who have excessive laboration between the Rigor and Relevance & Relationship ee, CATS, and Freshman Task Force to communicate and att activities that include parents. of the Need eport in Youth Service Center Surveys and through PTSA as arents on committees that they need more information, better cation and more opportunities to be involved with their students for SCC surveys, feedback provided by parents on PTSA and the various Committees. e A: To coordinate parent volunteers for school-wide initiatives. Measure	District Name	County	Cor	mponent Man
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ell as parents on committees that they need more information, better minimunication and more opportunities to be involved with their students of the various committees. Vidence of Causes	Parents report in Youth Serv	ice Center Surveys and through PTSA as	 Parents will b 	e contacted
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Committees. ordinate parent volunteers for school-wide initiatives. Measure	Evidence of Causes Results of YSC surveys, feed	iback provided by parents on PTSA and	Measures of Ob By June 200', pare	nts will be s
e A: To coordinate parent volunteers for school-wide initiatives. Measure	those on the various	Committees.	be an increase in the previous school year	ne number of ar. There w
e A: To coordinate parent volunteers for school-wide initiatives. Measure			least 1.5% over the available and acces	previous so
e A: To coordinate parent volunteers for school-wide initiatives. Measure Responsible Start Date	·			
e A: To coordinate parent volunteers for school-wide initiatives. Measure Responsible Start Date				
Measure Responsible Start Date	Objective A: To coordinate	parent volunteers for school-wide initiatives.		
	Activity:	Measure		Start Date

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Support school initiatives that involve parents such as the CATS Recognition Ceremony and the 9 th Grade Parental Meeting.	Objective C: To collaborate with the Freshman Task Force, the R,R & R and CATS Committees to implement activities that include parents. Activity: Measure Responsible Start Date End Date Cost I	such as Health Fair, Reality Store, CATS Testing, Hall Sweeps, etc. To create a volunteer parent notebook to be used as a resource to encourage parents to spend time in the building Objective B: To make personal contact with the parents and students who have excessive absences Activity: Responsible Faculty & Staff will continue to make home visits and telephone calls to parents & students with excessive absences Number of telephone calls to parents & students with excessive attendance after home visit Again the Freshman available as Task Force, CATS & CATS	Contact parent volunteers to participate in school activities
Number of parents who participate	, the R,R & R a	volunteers Notebook available as a resource d students who l Measure Number of home visits Number of students who improve after home visit	Number of
YSC Paula Wheeler ESS Coordinator	nd CATS Commit Responsible Person	Members of the Freshman Task Force, CATS & RR&R Committees Paula Wheeler abs Responsible Person YSC Paula Wheeler Social Worker Chauncey Murphy	YSC
July 20	tees to implem Start Date	ences. Start Date August 20	July 200
June 20	ent activities that End Date	End Date May 20	June 20
Awards, Supplies, Snacks	cost	Cost Cost	-0-
ESS CATS committee	Fund Source	Fund Source	NA

Standard 12G – Projected Budget

deget Standard 16G - Example Budget Vendor Justification 201 - 2
\$5,000.00 \$5,000.00 \$150.00 \$250.00 \$500.00

Program Implementation and Impact Check



EDUCATION CABINET

IMPLEMENTATION AND IMPACT CHECK (IIC) Program Improvement Plan



School:	Central Area Technology Center	Program Improvemen
Program:	Automotive Technology	
Teacher:	William Bennett	,

nt Plan Period: Date:

May 30, 200

200 - 200

WIIIIam Bennett

Instructions

each school year. Complete this form, or a similar form, used by your school and forward it to your principal by December 15 and June 15 of

Scoring Guide

	×			Data available in October 200_	Completers contacted	Locate completers	B – Perkins
	×		· · · · · · · · · · · · · · · · · · ·	Data available in October 200_	Including open response questions on student assessments	Include open response questions on student assessments	B – KOSSA
	×	k.a		Data available in October 200_	Core content identified	Identify core content in lesson plans	B-CATS
0	re 1	Score 3 2 1	4	Impact on Teaching and Learning Based on Data	Evidence of Implementation What did you do to achieve strategy?	Strategy/Activity	Number

Program Implementation and Impact Check

L L		-	-				Contact parents	
						students are absent.	instruction	
						Plan in place to contact parents when	response questions in	
					available October 200 on CATS results	Included open response questions on tests	Include reading and open	
	-				Evidence of student performance will be	Purchased a reading program	portfolios	Plan
		×		×	Plan met.	Attend PD in June	Attend PD on writing	F - School
							>	ŧ.
					available in March 200 .	Had an exhibit at the county fair in June	Prepare an exhibit for the fair	Enrollmen
		×			Evidence of increased enrollment will be	TV spot has been prepared	Prepare TV spot	E
					Second meeting held today.	representatives present	& I members present	Committee
					30, 200	today (November 12, 200) with 3 B & I	school year with agenda, 3 B	Advisory
		×		×	First meeting held; second planned for May	First meeting held with prepared agenda	Conduct two meetings per	D. –
<u>.</u>						next semester		
				×	WBL sites available; needs to be continued	Two WBL sites have been identified for	Develop WBL sites	C WBL
							English and science	Content
				×	Core content identified in all lesson plans	Core content included in some lesson plans	Incorporate more math,	C-Core
						Classroom is needed		Committee
						Talked to AYES representative		Advisory
. ,	×				In progress	Talked to Todd Nickens	Seek AYES affiliation	B-
			-					Committee
								Advisory
				X	Items delivered and being used in instruction	New items requisitioned	Requisition new items	В-
0	1	2	3	4	Based on Data	What did you do to achieve strategy?	Strategy/Activity	Number
	ľ	Score	rA		Impact on Teaching and Learning	Evidence of Implementation		·····

Other Program Improvement Initiatives Beyond the Scope of the Program Improvement Plan

1. Encourage more participation in SkillsUSA

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இரங் <i>Distation</i> Math Teacher, Central High School	Tony Wilson Owner, Boggs Repair Shop and Parent of Current Student	Thomas Yates Technician, Montgomery Car Shop	William Sennett Teacher	4.	3.	The state of the s
05/30/0_ Date	05/30/0_ Date	05/30/0_ Date	05/30/0_ Date			
Coordinator, ASE Institute	Robert King Teacher, Central Technical College	அழ் கிள் Technician, Clark Auto Sales and Repair	<i>SHAL Claston</i> Principal			
05/30/0_ Date	05/30/0_ Date	05/30/0_ Date	05/30/0_ Date			



Technical Education Office of Career and

Education And Workforce Development Cabinet

IMPLEMENTATION AND IMPACT CHECK (IIC) Program Improvement Plan



Automotive	Central ATC
Date:	Program Improvement Plan Period:

May 30, 201 201_-201

Teacher: Program: School:

William Bennett

Instructions

Year 2 to again check progress and prepare a new two-year plan. Complete this form to monitor the plan at the end of each school year—Year 1 to check progress and revise as needed;

Scoring Guide

0	نر	2		ယ		4
0 No evidence that the activity has been implemented, measured or documented	1 Evidence that the activity has been partially implemented.	2 Evidence that the activity has been implemented but impact of the activity has not been measured or documented.	strategy has not been fully successful and needs to be continued or revised.		and successful and strategy does not need to be continued or revised.	4 Clear evidence that the activity has been fully implemented, the impact of the activity has been measured, documented

Number	Strategy/Activity	Evidence of Implementation What did you do to achieve strategy?	Impact on Teaching and Learning Resed on Date	4	သင္တ	Score 3 2	<u>- </u>
В	Identify and include math State Assessment/Perkins	State Assessment/Perkins	Data from prior year showed a 0.5%			×	
	CCSS in lesson and	Raise math scores by 2% each year	increase in math scores				
	curriculum maps.						
	Work with high school						
	math teachers to identify						
	strategies for math						
	integration in lesson						
	plans						

Г			·	1-21
D	O	В	₩	Number
Use crosswalk to identify Math CCSS for each lesson plans Remove old Core content and add math CCSS lesson plans	Organize meetings and elect student leadership Develop a program of work Have a local contest to identify student to compete at regional's	Work with Frankfort consultant on lesson plans and curriculum map integration Attend training for equipment	Include open response question as a part of student assessments Use released KOSSA open response items for student practice	Strategy/Activity
Add Math CCSS to existing lesson plans as each lesson is taught	Increase participation in student organization with 25% of enrollment participating	Advisory committee Add local task to curriculum for use of new equipment provided by industry for fall year 2 enrollment	KOSSA Increase KOSSA scores by 5% in first year	Evidence of Implementation What did you do to achieve strategy?
Not started	Membership up 27%	Training scheduled for next March Met with Frankfort consultant in process of adjusting lesson plans and curriculum maps	Too early for data	Impact on Teaching and Learning Based on Data
	×			4
				Se 3
		×		Score
		***	×	1
		·		0

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Number	D					D						Ħ									Ħ				
Strategy/Activity	Request business and	industry names from	current committee	Visit potential new	committee members	Call and/or visit current	and new advisory	committee members to	seek additional coop	locations	Set up display at high	school orientation and/or	open house	Use ILP to market	program to interested	students	Have interested students	spend a half day in	program and complete a	project	Identify available	industry certificates	Include industry	certificate competencies	l in lesson planning
Evidence of Implementation What did you do to achieve strategy?	Increase the number of advisory	committee members by 5				Add two additional coop WBL	locations				Program STR is 11.5. Increase	STR to 13 in year 1 and 15 in year	2.								Increase the number of student	receiving industry certificates by	3%		
Impact on Teaching and Learning Based on Data	Committee attendance increased by 3 for	this meeting				Added 1 coop location this spring					Spring semester early numbers shows	an increase in the STR to 13.7									In the process of identifying	certificates to award next spring	:		
4																				,					
သတ္တ	×										×										_				
Score 2	_					×															_				•
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Other Program Improvement Initiatives Beyond the Scope of the Program Improvement Plan

Update curriculum maps with math CCSS

2. Enhance advisory committee meeting minutes

Owner, Boggs Repair Shop and Parent of Current Student	Troy Wibon	Math Teacher, Central High School	Chris Bickinson	Technician Montgomery Car Shop	Nomas Yates	Teacher		William Bennett
ent Date	5/30/1_	Date	5/30/1	Date	5/30/1_	Date	5/30/1_	
Coordinator, ASE Institute	Cust Methis	Teacher, Central Technical College	Robert King	Technician, Clark Auto Sales and Repair	Mike Blair	Principal	Hab Caster	
∪ate	5/30/1_	Uate	5/30/1_	Date	5/30/1_	Uate ∪ate	5/30/1	



Standard 12 Written Narative Addressing Previous Team Scores and Comments

Program score of 3.76 on the previous team visit has been discussed with the principal and advisory committee. The committee addressed in the new PIP several issues and below indicates where scores are already raised or in current plans.

Standard 3 and 6 Score 3

1. Will be adding Bell Ringer in the Fall semester to increase math and science scores

Standard 5 Score 3

1. Have added a second postsecondary agreement with Nashville Auto Diesel. Score would now be a 4.

Standard 14 Score 3

1. Working with advisory committee to increase the number of WBL sites. Have added one this Spring. To early to tell if it will impact the score.

There were three comments from the last team report. Standard 1

1. Align courses between master schedule and career pathway. I have added AUT 110/111 to the career pathway to have courses align.

Standard 8

1. Have student and parent sign a list of program specific rules. I have added the signed list of rules to paper work handed out to students starting spring semester 201_.

Standard 14

1. Add additional WBL opportunities. As stated above have added one new coop site this spring.